DOCUMENT RESUME

ED 061 366 UD 012 189

AUTHOR Connery, Joseph J.
TITLE Austin Area Project. The Pupil Busing Program in District Four: A Fourth Report.
PUB DATE Aug 71
NOTE 36p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Achievement; *Bus Transportation; Caucasian Students; Elementary School Students; *Integration Effects; Integration Methods; Integration Plans; Negro Students; Parent Attitudes; *School Integration; Secondary School Students; Student Attitudes; Teacher Attitudes; *Transfer Programs
IDENTIFIERS *Illinois

ABSTRACT

This is a fourth in a series of reports concerning the progress of the busing program in District Four, Chicago, Illinois, covering the school year of September 1970-June 1971. The four purposes of the plan as originally stated are as follows: (1) to relieve serious overcrowding at the May and Spencer Schools; (2) to promote stabilization through the Austin Area; (3) to increase desegregation in District Four; and, (4) to improve the educational experiences of all children. It has been found that black pupils integrated into classes with white pupils have achieved at a higher level academically than do their counterparts who remain in the segregated schools. White pupils did not suffer any loss in academic achievement as a result of the busing program. Principals and teachers in schools receiving black pupils believe that the busing program has demonstrated positive educational results. White children from segregated white classes have gained in achievement at a normal rate after the busing program (integration) has been effected. Black children continued to gain (academically) at a lower rate of achievement in segregated black classes when they remained in such classes. (Author/JM)

ED 061366

AUSTIN AREA PROJECT

The Pupil Busing Program in District Four: A Fourth Report

August, 1971

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Submitted by: Joseph J. Connery
District Superintendent
District Four

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INTRODUCTION

Progress of the program

This is a fourth in a series of reports concerning the progress of the busing program in District Four. The first report covered the progress of the pupil busing program from its inception on March 11, 1968, to June 28, 1969, a total of 65 school days. The first report described the rationale of the program, the steps taken by staff to implement the program and the initial reaction of teachers, administrators and the parents of bused children to the program.

The second report covered the entire school year from September 1, 1968 to June 27, 1969, and in general followed the design of the original report. It described the progress of the busing program and the reactions of the bused pupils, teachers and principals to the program. In addition, the second report surveyed the reactions of parents of pupils who reside in the immediate district of the eight receiving schools.

The third report which covers the school year of September, 1969 - June, 1970, follows the pattern set by the two previous reports; i.e., a presentation is made of the reactions of the bused pupils' parents, the residential parents, the teachers and receiving

school principals. In addition the third report contains a comparison of bused graduates' reading median scores with District Four graduates' reading median scores and with the sending schools graduates' reading median scores.

This fourth report which covers the school year of September 1970 - June 1971, deviates from that of the third report in eliminating the presentation of the reactions of both the bused pupils' parents and the reactions of residential parents. It is divided into five chapters. The first four chapters relate to the four purposes of the plan as originally stated in Board Report #68-17-1, (March 4, 1968). The four Purposes as stated are:

I. To Relieve Serious Overcrowding at May and Spencer Schools

II. To Promote Stabilization Throughout the Austin Area

III. To Increase Desegregation in District Four

IV. Improve the Educational Experiences of All Children

Chapter V of this report is a compilation of pertinent facts and figures, concerning(a)history and present status of the Austin Area Project

more familiarly known as the Pupil Busing Program in District Four, (b) findings and recommendations of this investigation.

AN OVERVIEW OF THE PROGRAM

An overview of the program as of June, 1971, shows a total of 4286 pupils, 1-8 residential membership and a total of 496 bused membership for an over-all percentage of 11.57%* in the receiving schools. See Figure 1.

In the early part of June, 1971, 199 children were recruited (from the Spencer and May Schools) for entry into the program in September, 1971. This recruitment will bring the bused membership to a point to conform to the Board's order in Board Report #68-17-1.*

Figure 1 points out that the base figure used for determining the percentage of bused children to residential children is the 1-8 residential membership.

Figure 2 is a graphic history of the bused enrollment. It may be noted here that the peaks are found in late September or early October and the lows (through normal attrition) are found in June.

*Board Report #68-17-1 "should not exceed 15%."

FIGURE 1 AN OVERVIEW OF THE PROGRAM AS OF JUNE, 1971

	PROJECTED 1-8 SEPT. '71 MEMBERSHIP	Gr. 1-6 APRIL '71 MEMBERSHIP	BUSED AT PRESENT	Gr. 1-6 RESIDENT MEMBERSHIP 1-15-71	15% of COLUMN 4	NEEDED TO REACH 15% inc. H.Grad			% of Bused JUNE 1971	BUSED GRADS JUNE, 1971			Sending School
	COL.1	COL.2	COL.3	COL.4 (2-3)	COL.5	COL.6 (5-3)	COL.7	COL.8 (7-3)		COL. 9	COL. 10	COL. 11 Relate to Col.4	
BRIDGE	561	539	51	488	73	27			10.5	5			MAY
[illegible]	419	416	52	364	55	9			14.3	6			MAY
DEVER	827	787	68	719	108	45			9.5	5			SPENCER
LOCKE	796	778	86	692	104	24			12.4	6			SPENCER
LYON	606	580	53	527	79	32			10.1	6			MAY
SAYRE	476	477	63	414	62	9			10.2	10			MAY
SMYSER	524	512	56	456	68	21			12.3	9			SPENCER
THORP	720	693	67	626	94	32			10.7	5			MAY
			496	4286		199			11.6	52			

15% of 4286=643

AS OF April - June 1971

JUNE 21, 1971

FROM MAY SCHOOL 109

FROM SPENCER SCHOOL 90

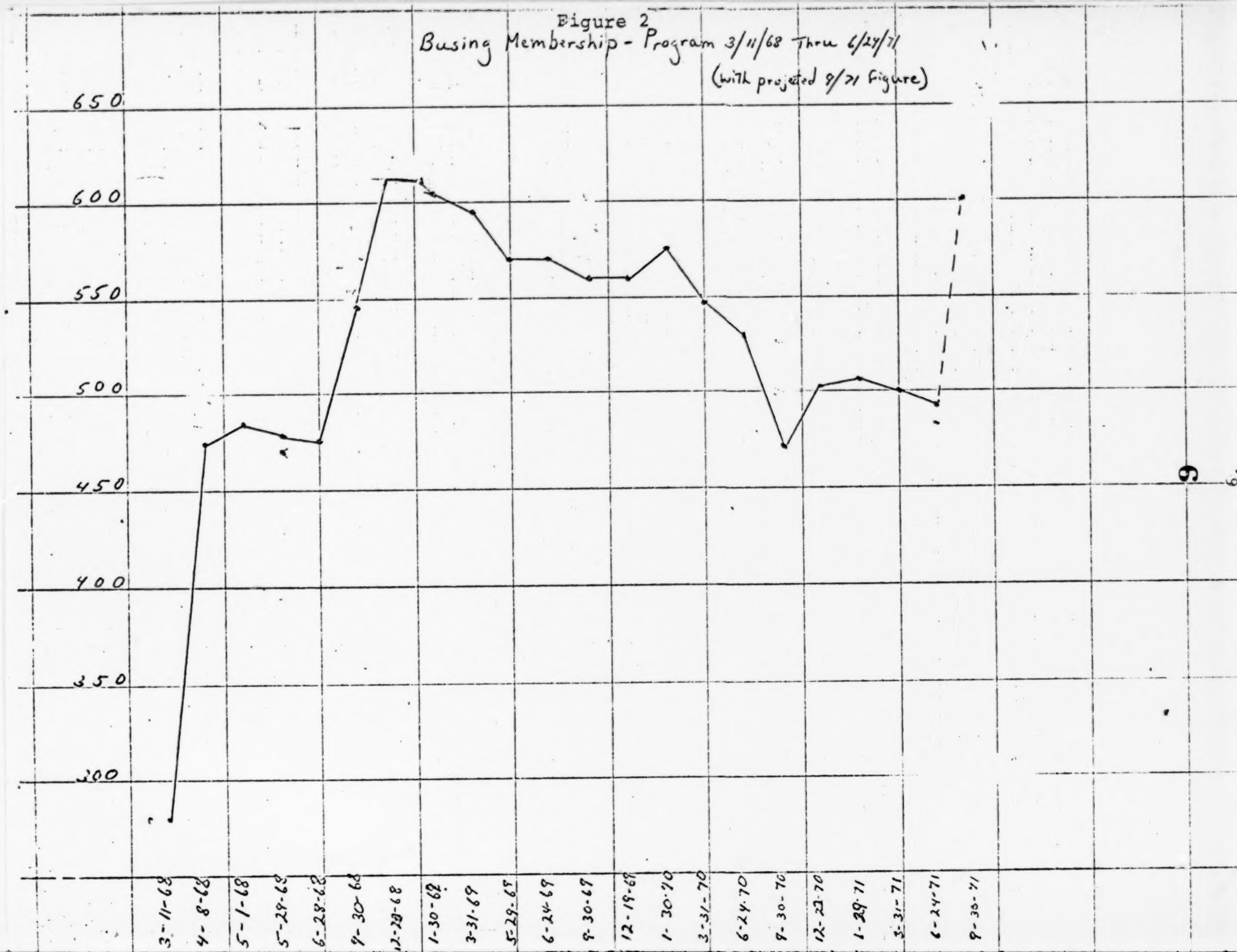
199

496
-52
444
+199
643 Projected Bused Sept. 1971

Figure 2

Busing Membership - Program 3/11/68 Thru 6/24/71

(with projected 9/71 figure)



CHAPTER I

"To relieve serious overcrowding at May and Spencer Schools"

Purpose I has been accomplished to a degree - that is, May and Spencer Schools were obviously relieved by the removal of 600 children from their facilities. If these same 600 children (approximately 300 from each of the two sending schools) were returned (at this time in the Program) to the Spencer and May Schools, it would necessitate the use of twenty rooms (ten in each school) which do not exist.

Since the inception of the Busing Program in March of 1968, other procedures were used in the May and Spencer Schools to alleviate the overcrowding. Modular units were built, rooms remodeled and mobile units installed, the total of which did not completely solve the overcrowding. Busing was a part of the over-all solution to overcrowding and now three years after its inception, it remains as a still viable solution. All the other parts are now integral parts of the school.

Class size and room availability reports of March, 1971 show both Spencer and May are overcapacity.

Spencer and May, therefore, even with this busing program and at this date remain crowded or, conversely, without the program would surely be in another untenable overcrowded situation.

Therefore, it can safely be said that Purpose I, Board Report #68-17-1 has been accomplished; i.e., serious overcrowding at May and Spencer Schools, has been relieved but crowdedness, per se, still exists.

CHAPTER II

"To promote stabilization throughout the Austin Area"

The rationale for the program originally stems from the "Statement of Policy of Racial Integration" Chicago Board of Education Official Report of the Proceedings of the Board of Education of the City of Chicago* (February 13, 1964) p. 1945 and/or "Policy Statement on Stabilization" - Chicago Board of Education "Policy Statement", Official Report of the Proceedings of the Board of Education of the City of Chicago** (October 27, 1964), p. 542, adopted November 12, 1964, p. 548.

The rationale is furthered in the Board Report entitled, Increasing Desegregation of Faculties, Students, and Vocational Educational Programs. On page B-6*** item F under "Assumptions" is found, "That the transportation of students by the school system is necessary to achieve racial integration." On page 37 of the same report, paragraphs b, c, d, e project in detail the Austin Busing Program.***

b. Select geographic blocks within the integrated school attendance area which are predominantly Negro and each year transfer all pupils living

therein in grades 9 in the high schools and in grades K-6 in the elementary schools, to schools in non-adjacent areas of the city where integration would be achieved. Ninth grade students would remain through the succeeding grades until they graduate. Similarly the K-6 grade students would remain through their graduation from eighth grade. Upon graduation from the elementary school, the student would be eligible to enter the high school to which the receiving elementary school sends the majority of its graduating pupils.

c. Assign these blocks to the receiving school attendance area as non-contiguous segments.

d. Provide transportation for the elementary pupils from a convenient selected point in the sending school area to the receiving school and return to the starting point.

e. Provide adult supervision on the bus in the person of a teacher or teacher aide. Experimentation is recommended to formulate plans to utilize the transit time profitably.

At the inception of the program in March, 1968, and for the year after the inception, there may have been some residual effect in accomplishing this purpose. It is now obvious that busing per se does not stabilize an area. There was, however, some degree of stabilization when most of the families of the 600 bused children stayed in the May and Spencer school neighborhoods. (See Figure 3 which shows number of children who remained in program.)

Spencer became more unstable, with a high degree of student turnover, the bused children showed a remarkable degree of return to their receiving schools. In spite of the hardships of the busing, the May and Spencer bused children showed excellent daily attendance. (See Figures 4 and 5.)

It is possible that stabilization of the Austin Area, as a goal, should not have been an original consideration of the Austin Busing Plan because, historically, stabilization has occurred infrequently.

* APPENDIX C
** APPENDIX D
*** APPENDIX E

FIGURE 3
Bused Pupil Transfers and Returns 1970-71 School Year

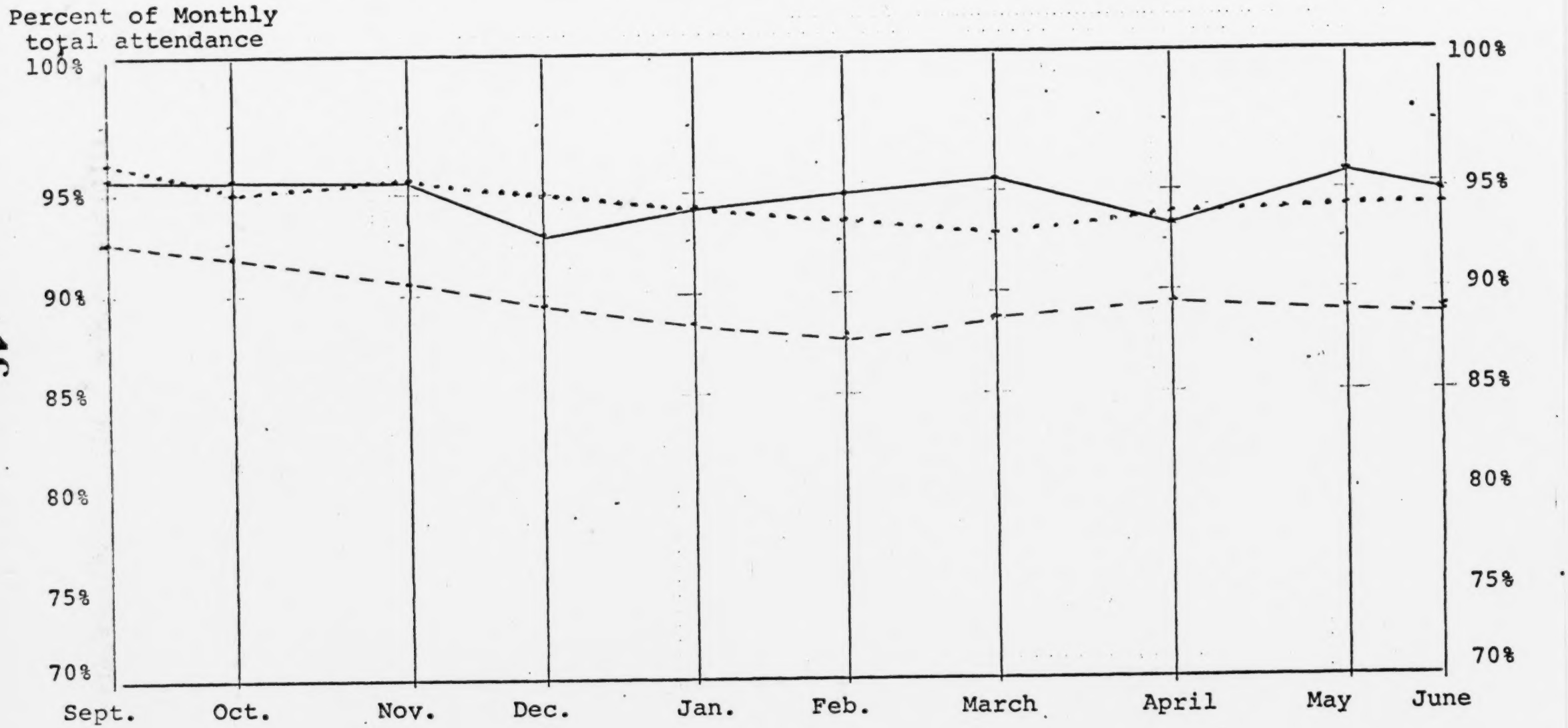
School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Bridge	48	+6 -1T	-2T							
Burbank	50	+4 -1T		-1T						
Dever	63	+10	-4T	-1T						
Locke	80	+15 -2T	-3T						-4T	
Lyon	56	+6 -3T		-5T			-1R			
Sayre	61	+11 -3T		-3T	-2T	-1T				
Smyser	50	+8 -1T				-1T				
Thorp	62	+14 -1T	-7T		+4	-3T	-2T		-1T	-1T
	470	532	516	506	508	503	500	500	495	494

Total Transferred Out 54
Total Added 78

\+ Pupils Added
\- Pupils Transferred Out
\- Pupils Returned to Sending School

FIGURE 4

ATTENDANCE OF BUSED PUPILS AS RELATED TO
SENDING AND RECEIVING SCHOOL STUDENTS: 1970-71



Bused Students _____
Sending Schools - - - - - - -
Receiving Schools .....

FIGURE 5

ATTENDANCE OF BUSED PUPILS AS RELATED TO OTHER COMPARISON GROUPS FOR 1970-71 SCHOOL YEAR

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
City Wide	92.20	92.04	89.84	89.50	86.92	89.30	89.99	89.70	89.20	89.50
Dist. 4 Elem.Sch.	94.94	93.52	91.22	90.61	88.68	90.12	90.96	91.30	91.42	91.36
Receiving Schools	96.55	96.22	95.53	95.17	94.82	93.95	93.88	94.43	94.48	94.69
Bused Pupils	96.38	96.24	95.15	93.30	94.88	95.02	95.80	93.80	96.73	95.1
May	93.14	92.03	90.77	90.03	88.89	87.74	87.92	88.36	88.50	88.46
Spencer	93.28	91.81	90.67	89.77	88.63	88.29	88.26	88.49	88.67	88.90

17

CHAPTER III

"To increase desegregation in
District Four"

This purpose was accomplished through busing to a degree in that District Four is one of the most integrated districts of the 27 school districts in the City of Chicago. (55% white, 42.3% negroid origin).

The eight receiving schools in the busing program went from 0% black population in 1968 to 8% to 12% black population in 1970. (See Figure 6).

In addition to the Chicago Board Recommendations, the busing program now operates under the mandate of the Federal Government. In February of 1971, the Supreme Court decision said that busing was constitutional, if used to relieve segregation in any public school system. Chief Justice Burger wrote that, "Desegregation plans cannot be limited to the walk-in school, . . busing is a legitimate tool of school desegregation."

DEGREE OF [illegible]

SCHOOL	Before Busing Percents 9/25/67				After Busing Percents 9/29/68				After Busing Percents 9/26/69				After Busing Percents [illegible]			
	Caucasion	Negro	Spanish	Other	Caucasion	Negro	Spanish	Other	Caucasion	Negro	Spanish	Other	Caucasion	Negro	Spanish	[illegible]
BRIDGE	99.5	0.0	0.5	0.0	89.6	10.4	0.0	0.0	88.6	11.4	0.0	0.0	91.8	8.1	0.0	0.1
BURBANK	99.2	0.0	0.0	0.8	87.3	12.7	0.0	0.0	87.6	12.3	0.0	0.0	86.2	11.3	0.2	[illegible]
DIXON	99.6	0.0	0.0	0.4	90.3	9.6	0.0	0.1	91.3	8.7	0.0	0.0	91.7	7.9	0.4	0.0
LOCKE	99.8	0.0	0.0	0.2	89.7	10.1	0.0	0.2	87.9	11.9	0.0	0.1	89.7	9.9	0.3	0.1
LYON	99.0	0.0	0.0	1.0	89.3	9.8	0.0	0.9	89.1	10.5	0.0	0.4	89.5	9.0	0.7	0.8
SAYRE	100.0	0.0	0.0	0.0	89.8	10.0	0.0	0.2	90.0	10.0	0.0	0.0	87.0	12.2	0.6	0.2
SMYSER	99.3	0.0	0.0	0.7	89.9	9.4	0.2	0.5	89.0	10.0	0.0	1.0	90.4	9.1	0.0	0.5
THORP	99.6	0.0	0.0	0.4	90.4	9.2	0.2	0.2	91.4	8.3	0.0	0.3	90.3	9.0	0.2	0.5
MAY	13.0	83.9	2.6	0.5	2.8	95.9	0.9	0.4	0.8	99.2	0.0	0.0	0.3	99.7	0.0	0.0
SPENCER	11.9	82.4	5.2	0.5	7.4	90.8	1.7	0.1	3.0	97.0	0.0	0.0	0.8	98.8	0.2	0.2

This table indicates the extent to which the busing has <u>increased desegregation</u> in the eight receiving schools in District Four. The figures cited are based upon the 20th day headcount which is made annually in the Chicago Public Schools, obtained from the Bureau of Administrative Research.

STUDENT RACIAL STUDY - OCTOBER 7, 1970

Adm. Reg. 500
September, 1970
DISTRICT ARRANGEMENT

DISTRICT 4

	TOTAL	CAUCASIAN		AFRICAN or NEGROID ORIGIN			AMERICAN INDIAN		ORIENTAL		Spanish Surnamed American: MEXICAN ORIGIN		PUERTO RICAN ORIGIN		CUBAN ORIGIN		OTHER S.S.
		No.	%	No.	%		No.	%	No.	%	No.	%	No.	%	No.	%	No.
Austin High	2138	225	7.4	2122	99.0		3	.1	7	.2	32	1.1	13	.4	3	.1	22
Steinmetz High	3778	3709	97.9	34	1.2		2	.1	3	.1	10	.3	2	.1	3	.1	5
TOTAL	5811	2934	50.6	2737	47.6		5	.1	10	.2	42	.7	15	.3	6	.1	27
Bridge	646	523	81.2	55	8.2	*											
Burbank	477	413	86.2	54	11.3	*					11	2.3					1
Byford	679	644	94.8	10	1.5				7	1.1	4	.6	3	.4	2	.3	9
Canty	815	662	81.4						3	.4	10	1.2					
Canty Unit Classroom Branch	64	62	96.9								2	3.1					
Dever	903	846	91.7	73	7.9	*					3	.3	1	.1			
Emmet North	1371	22	1.6	1327	97.4				4	.3			10	.7			
Emmet North Branch	450	5	1.1	439	97.6						4	.9	2	.4			
Emmet South	495	2	.4	489	98.8						3	.6	1	.2			
Emmet South Branch	378	14	3.8	363	95.9						1	.3					
Emmet West	565	28	5.0	523	92.5				8	1.4	3	.5	2	.4			1
Hay	450	425	94.4						1	.2	14	3.1	9	2.0	1	.3	
Hay Upper Grade Center	236	120	50.8	107	45.4				1	.4	5	2.1	3	1.3			
Howe	761	549	72.1	133	17.5	*	4	.5	5	.7	31	4.1	32	4.2	2	.3	5
Key	586	416	70.6	118	20.1				6	1.0	26	4.4	11	1.9	15	2.6	
Clark Branch of Key	122	116	95.1	6	4.9												
Lewis	786	733	93.3	6	.8				12	1.5	20	2.5	12	1.5	2	.3	1
Locke	949	853	89.7	92	9.7	*			1	.1					2	.2	1
Lovell	474	474	100.0														
Lyon	642	575	89.5	58	9.0	*			5	.8	1	.2	1	.2	2	.3	
May	1134	5	.3	1123	99.1												
May Branch	347			347	100.0												
Nash	1088	822	75.5	97	8.9		4	.4	5	.5	75	6.9	75	6.9	1	.1	19
Sayre	598	520	87.0	73	12.2	*			1	.2			4	.6			
Smyser	634	573	90.4	58	9.1	*			3	.5							
Spencer	2132	18	.8	2114	99.2						3	.1	1	.1			4
Thorp, O. A.	888	802	90.3	80	9.0	*			4	.5	1	.1	1	.1			
Young	890	781	87.8	90	10.1				1	.1	9	1.6	8	.9	1	.1	
TOTAL	24354	11187	55.6	8619	42.3		8	.1	67	.3	266	1.1	176	.9	28	.1	41
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Federal Funds in Lieu	87	61	70.2	1	1.1				1	1.1	1	1.1	2	2.3	1	1.1	

DISTRICT 4

* RECEIVING SCHOOLS

CHAPTER IV

"Improve the educational experiences of all children"

Figures 8 and 9 show the PURPOSE IV improves the educational experience of the bused children in that their reading capabilities improve in relation to the length of time they are in the program. The chart also evidences that the bused pupils' counterparts (8th grade at Spencer and May Schools) improved at a lesser degree than the bused children.

Figure 10 points out that the residential pupils, since busing, continued to follow the pattern for the city as a whole and for District 4. It should be noted that the mean reading scores for the receiving schools are above both the district and the city.

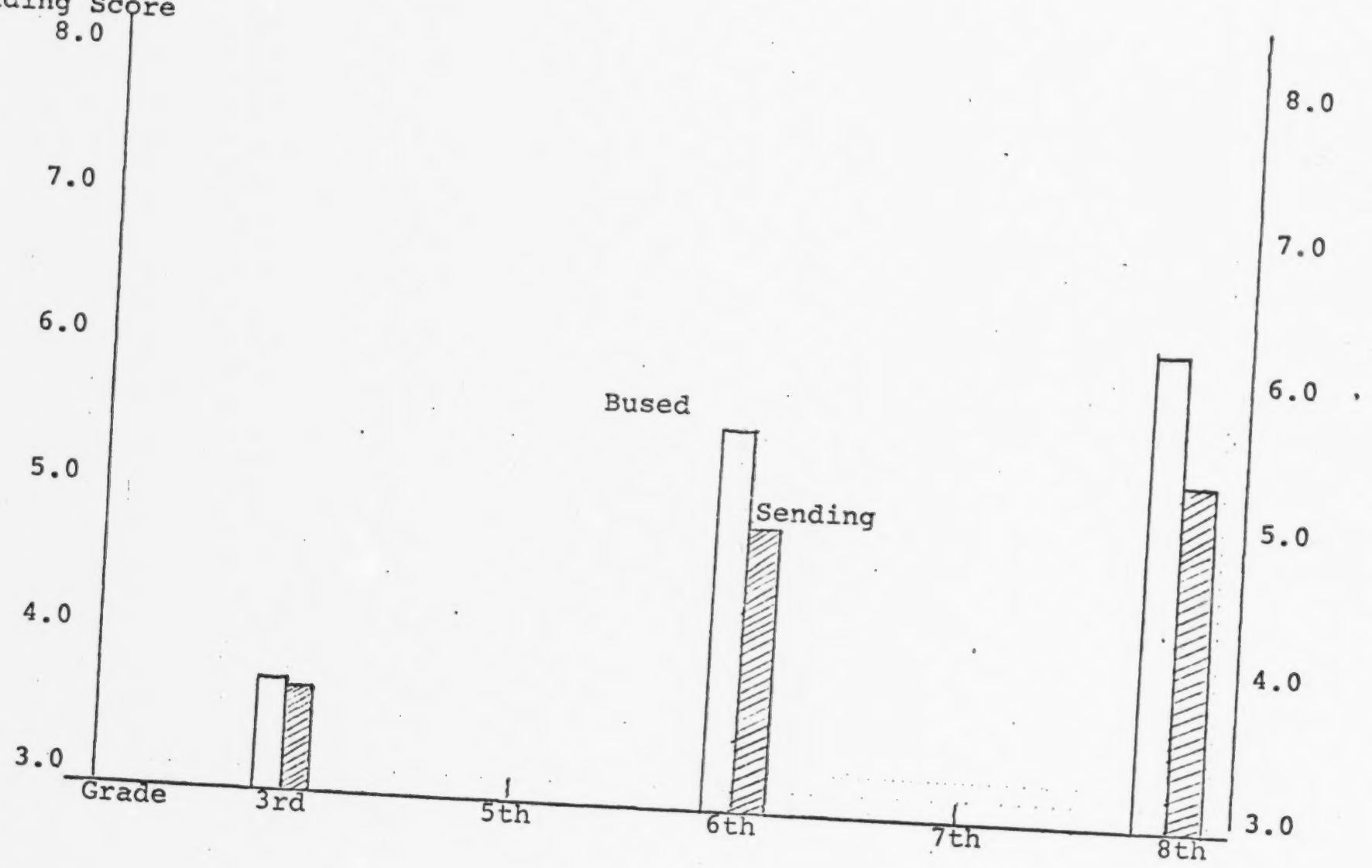
Figure 12 - this figure shows the percent of non-promotions in the receiving schools. No significant difference is noted between that time before busing and to date.

It is obvious here that although busing may not have helped raise the reading scores of the residential (receiving school) children, neither has it hurt them.

Figure 8 shows a comparison of the 3rd, 6th, and 8th grade median reading scores of the 1971 bused graduates, and the 1971 May, Spencer graduates. It should be noted that the 1971 bused 8th graders began the busing program in the spring of their fifth grade year, May 1968. The graph shows that in 1966, when the bused children were still in attendance at May and Spencer Schools, their median third grade reading scores were in the same range as that of other students in the sending schools. However, after they had been bused to the receiving schools, the children showed a dramatic difference in their 6th grade city-wide reading test scores. While the May, Spencer median reading score for 6th graders in 1969 was 4.5, the bused children (originally from these schools) had median reading scores of 5.4 (which correlates identically with the city 1969 median, 5.4). In 1971, the May and Spencer graduates tested 5.1 on their 8th grade reading tests while the bused 8th grade students were reading at a 6.2 median grade level.

FIGURE 8

COMPARISON READING SCORES OF BUSED GRADUATES 1971
and
MAY, SPENCER 1971 GRADUATES



Bused Graduates entered program
at the end of their 5th grade year.

Figure 9 is another indication of the striking difference in reading scores that is found when a child from an overcrowded "inner-city" school is bused to an uncrowded school. Here we see the reading scores of the 1971 6th graders; bused pupils, sending school pupils, and city medians. The 1971 6th graders began busing in the spring of their 3rd grade, 1968. Just before they were put on a bus they were tested as a part of the May and Spencer 3rd graders. We see that there was little or no difference; bused pupils reading median grade level was 2.8, while the May, Spencer median was 2.9, and the city median was 3.0. After busing, two-and-a-half years later, the bused children show a normal growth to the 6th grade, in relation to the city medians (bused pupils 6th grade score-5.2; city median score-5.3). Conversely, the children that remained at May and Spencer show marginal growth from the 3rd to the 6th grade, their median grade reading scores being 4.6.

FIGURE 9

COMPARISON OF BUSED 1971 6th GRADERS AND MAY, SPENCER 1971 6th GRADERS MEDIAN READING SCORES

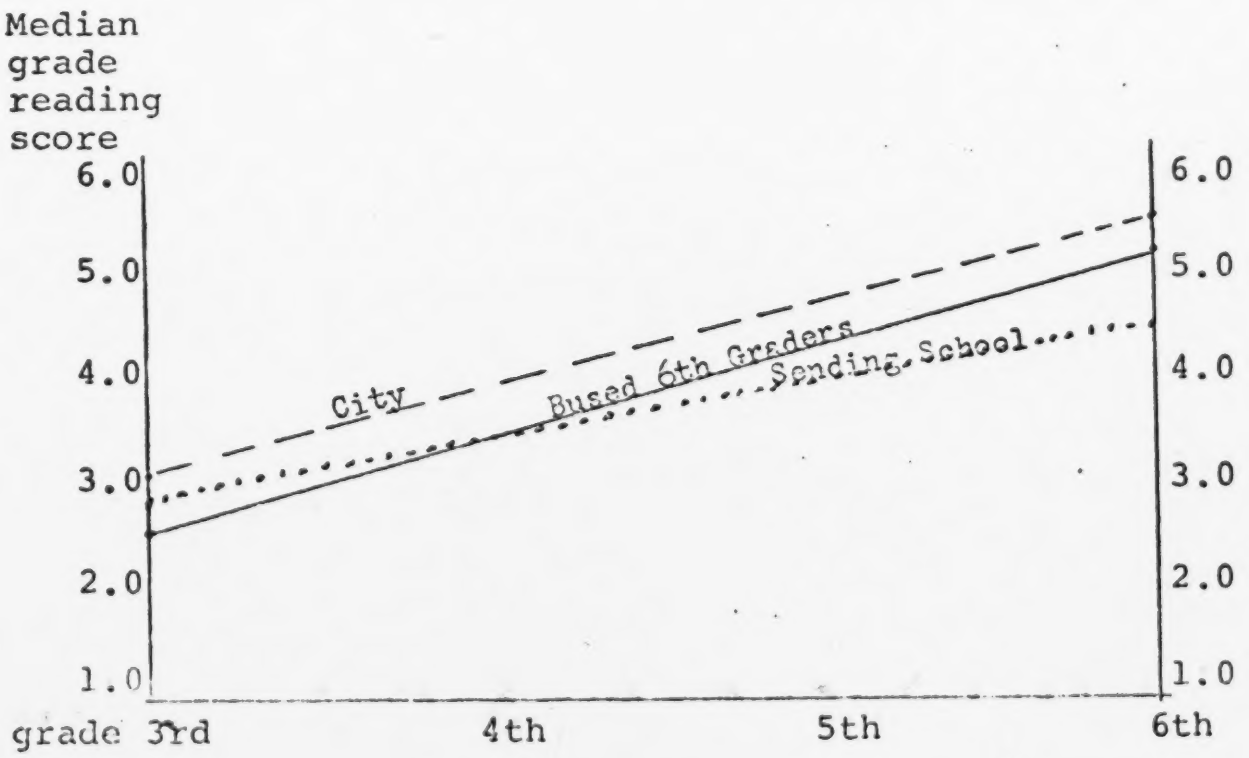
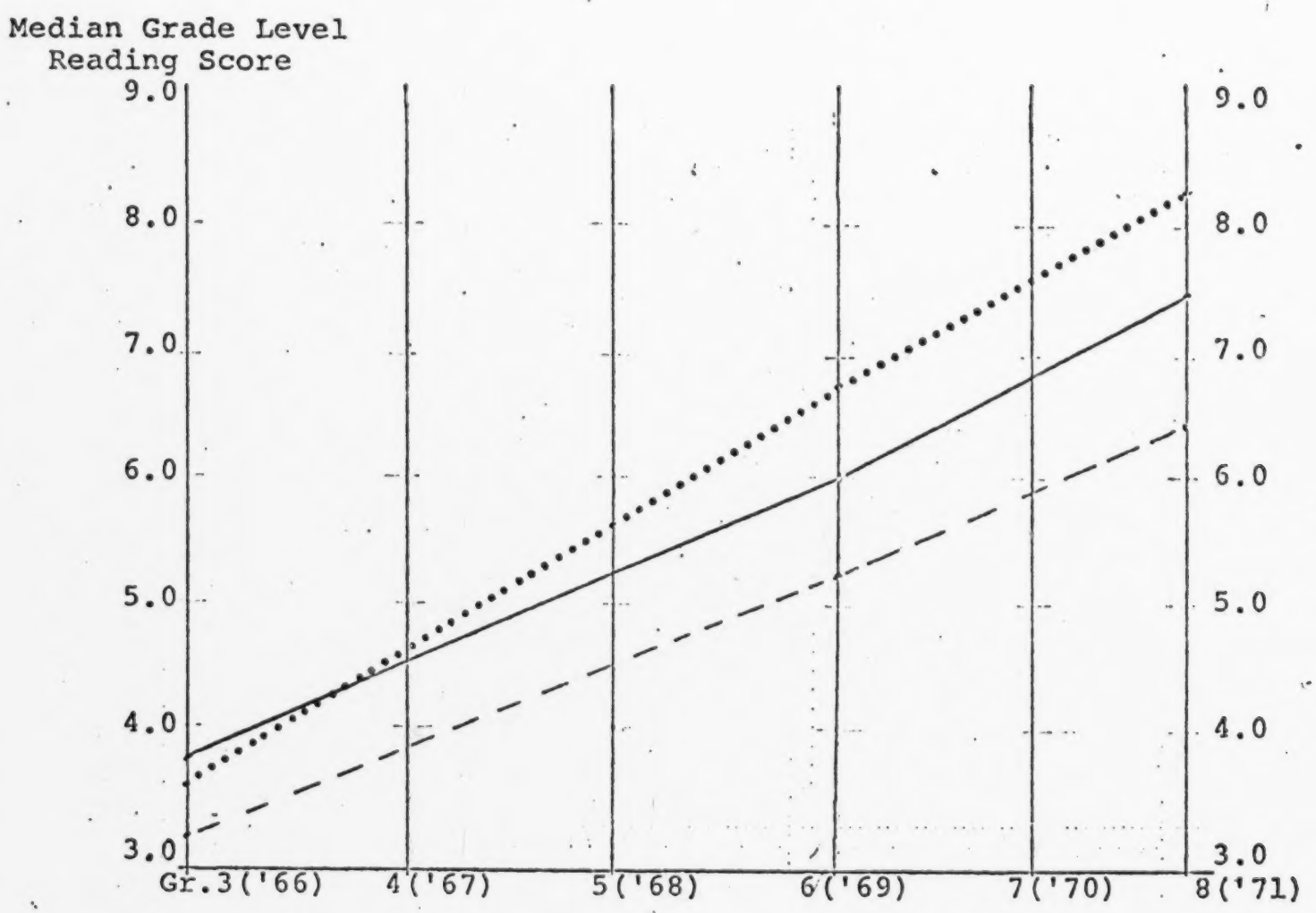


FIGURE 10
COMPARISON OF READING SCORES OF 1971 8th GRADERS
DISTRICT 4, CITY, AND RECEIVING SCHOOLS

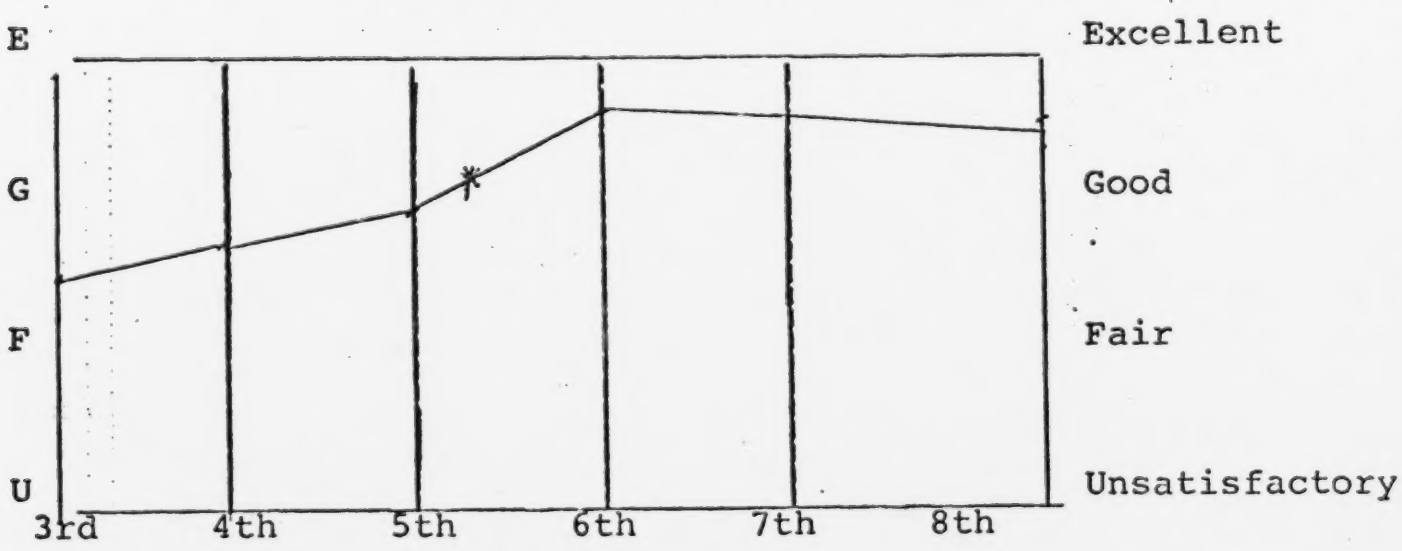


Receiving Schools' Medians . . . . .
District 4 Medians _____
City Medians - - - - - - - - - - - -

The educational experiences of the children were furthered as is shown in Figure 11 relating to bused students conduct grades.

The statistics in Figure 11 show that the bused children have raised their average conduct grades. As Figure 11 illustrates, the conduct of the bused student (taken from the cumulative cards) improves in the receiving schools, and the conduct is better than the conduct of the same bused child while in attendance at the sending school. This particular table shows the conduct grades of the 1971 bused eighth graders. While they were still at May and Spencer, most of the bused students were only graded "fair", and slightly above "fair". Now these same children are rated "good", or better during their attendance in the receiving schools.

FIGURE 11
LONGITUDINAL RECORD OF 1971 8th GRADE
BUSED STUDENTS' CONDUCT GRADES



*Eighth graders began busing

FIGURE 12

RECEIVING SCHOOLS

PERCENTAGE OF NON-PROMOTIONS FOR ALL PUPILS

	(Before Busing)		(After Busing)		
SCHOOL	JUNE,1967	JUNE,1968	JUNE,1969 *	JUNE,1970 *	JUNE,1971 *
BRIDGE	.00	.00	.65 (3)	.17 (3)	.76 (5)
BURBANK	.85	.45 (2)	.69 (3)	2.60 (12)	.45 (2)
DEVER	.11	.53 (5)	.78 (7)	.43 (4)	
LOCKE	.00	.21 (2)	.20 (2)	2.13 (20)	1.51 (14)
LYON	1.10	1.20 (8)	.75 (5)	1.51 (10)	1.39 (9)
SAYRE	.00	.30 (2)	1.48 (8)	.34 (2)	.68 (4)
SMYSER	1.95	1.10 (7)	.32 (2)	.16 (1)	.32 (2)
THORP	1.00	.60 (5)	.11 (1)	.47 (4)	.11 (1)

RETENTION OF BUSED PUPILS IN PRESENT GRADES

Very few pupils have been retained in their present grades. The table shown above indicates the percentage of non-promotions for all pupils in receiving schools for the school years of 1966-67, 1967-68 1968-69, 1969-70, 1970-71. No significant difference in non-promotion rates can be found before busing and after busing.

*( ) designates raw number of non-promotes

CHAPTER V

Principals' Evaluations (Common Denominators)

I. More discrimination needed in choosing bused children. Criteria should be more stringent; screening of busers more defined.

II. Achievement of bused pupils is below that of residential pupils. (Figure 10, p. 23)

III. Black children <u>have</u> been helped extensively.

IV. A degree of attrition between black and white Children especially outside of the classroom. The problems increase as the children progress from lower grade levels to the higher levels.

V. Community attitude continues to be negative.

VI. Increased recognition of the possibility of a "double standard" existing in terms of discipline. (Fig. 11, p. 23)

VII. Busing parents continue to be positive about the program but there have been numerous accusations of "racism" or "prejudice."

VIII. The statement that was most common was, "A bused child that achieved in the sending school achieved in the receiving school", or, "Those bused children who achieved in the receiving school would have achieved anyway."

IX. The following quote, while it is concomitant to item IV, points out that behavior difficulties universally increase with the progression into the higher grades; that this rise, in the index of difficulties, is one of age, rather than of race.

"Since most of the upper grade bused pupils have been in the school for three years, their behavior conforms more to that of the residential pupils."

Teacher Evaluations and Observations of Program

The percents in Figure 13 are taken from the receiving schools teachers' evaluations of the bused children. In interpreting the statistics it can be seen that the majority of the teachers rate the bused children as making good social progress. In regard to scholastic progress, at least 75% of bused pupils, in every school, are rated fair or better.

The evaluations are based on the teachers' observations of the children in the classroom and on the playground. Looking at the relationship between the objective reading test scores (Figures 8 and 9) and conduct grades (Figure 11) we see the high correlation with the "subjective" evaluations of the teachers. In general, the bused children are seen to be progressing in the social and academic areas.

FIGURE 13

1971 TEACHER EVALUATION OF BUSED PUPILS

Academic Progress

School	Good		Fair		Poor	
	Nbr.	%	Nbr.	%	Nbr.	%
BRIDGE	17	29%	23	46%	10	24.6%
BURBANK	28	53.8%	15	28.8%	9	17.4%
DEVER	27	40%	30	45%	9	15%
LOCKE	35	40.7%	39	45.3%	12	14%
LYON	22	42.3%	22	42.3%	8	15.4%
SAYRE	27	40.9%	27	40.9%	12	18.2%
SMYSER	12	20.7%	35	60.3%	11	19%
THORP	32	50%	24	40%	7	10%

Social Progress

BRIDGE	15	32.0	18	38.3	14	29.7
BURBANK	33	63.5%	13	25%	6	11.5%
DEVER	38	55.8%	20	29.4%	10	14.8%
LOCKE	38	42.0%	30	37.1%	18	20.9%
LYON	26	52.0%	14	26.9%	12	21.1%
SAYRE	37	58.7%	15	28.3%	11	13.0%
SMYSER	31	53.3	18	31.2	9	15.5%
THORP	38	63%	17	27%	8	10%

FIGURE 14

COMPARISON OF SUMMARIES 1970-1971

TEACHERS' RESPONSES

	Good				Fair				Poor				1970 TOTAL	1971 TOTAL
	1970 Nbr.	%	1971 Nbr.	%	1970 Nbr.	%	1971 Nbr.	%	1970 Nbr.	%	1971 Nbr.	%		
Academic Progress	186	36.5	200	40.5	172	33.8	215	43.6	151	29.7	78	15.8	509	493
Social Progress	260	51.4	256	52.3	129	25.5	145	21.4	117	23.1	88	17.9	506	489
Study Habits	184	37.3	189	38.4	115	23.3	145	29.5	194	39.3	157	31.9	493	491
Comments	114	34.7	134	37.5	85	26.0	132	36.9	129	39.3	91	25.4	328	357

Figure 14 compares the 1970 survey with the 1971 survey of teachers' observations of bused children in the classroom and on the playground. Incremental improvement is shown over this period with survey results relatively consistent from year to year.

FIGURE 15

OFFICE OF DISTRICT FOUR
231 N. Pine Avenue
Chicago, Illinois 60644

AUSTIN BUSING PROGRAM

HIGH SCHOOL ATTENDED BY

8th GRADE BUSED GRADUATES, 1971

	AUSTIN	STEINMETZ	LANE	PROVISO EAST	C.V.S.	TOTAL
BRIDGE		3		1	1	5
BURBANK		6				6
DEVER	4	1				5
LOCKE	1	5				6
LYON		7	1			8
SAYRE	3	7				10
SMYSER	8	2				10
THORP	2	3				5
TOTAL	18	34	1	1	1	55

COST OF THE BUSING PROGRAM

For the 1970-71 school year, the cost of the busing program amounted to $165,800.00. The total figure does not include teachers' salaries, textbooks and supplies, nor educational equipment.

An analysis of the cost follows:

1.	Bus Charter - 14 buses per day for 180 days	$ 88,200.00
2.	Cost of Children's Welfare Attendants for School Year 1970-71 (Provide supervision on bus and at schools)	77,600.00
	TOTAL	$165,800.00
	Reimbursable by the State of Illinois	$ 8,762.08
	TOTAL	$157,037.92

FINDINGS

1. Black pupils integrated into classes with white pupils have achieved at a higher level academically than do their counterparts who remain in the segregated schools. (Figures 8 and 9)

2. White pupils did not suffer any loss in academic achievement as a result of the busing program. (Figure 10)

3. Principals and teachers in schools receiving black pupils believe that the busing program has demonstrated positive educational results. (See principal and teacher evaluations)

4. White children from segregated white classes have gained in achievement at a normal rate after the busing program (integration) has been effected.

5. Black children continued to gain (academically) at a lower rate of achievement in segregated black classes when they remained in such classes. (Figures 8 and 9)

RECOMMENDATIONS

1. Further studies of the program be made by the Bureau of Pupil Personnel Services or by an outside source.
    a. an 8-year follow-up study of the bused graduates;
    b. comparative study (from 1970 census figures) of receiving school areas vs. sending school community areas of items such as education level, residential dwellings and "family" income;
    c. survey of pupils' attitudes, bused and residential.

2. continued study of screening criteria of bused pupils.

3. additional services for receiving schools:
    a. psychologists;
    b. social workers;
    c. attendance officers to serve both receiving and sending schools;
    d. resource teachers;
    e. continue lower pupil-teacher ratio in receiving schools.